THURSBY PRIMARY SCHOOL

Intent, Implementation and Impact Statement

Computing

Intent

At Thursby Primary School, our aims and visions are

-To equip students with essential computational thinking skills for a digital world.

-To inspire creativity through hands-on coding and problem-solving experiences.

-To promote responsible technology use and awareness of digital ethics.

The knowledge and skills we aim to teach are:

-A secure understanding of programming fundamentals: algorithms, sequencing, and debugging.

-Development of digital literacy for effective research and communication.

-Familiarity with online safety practices for responsible internet navigation.

-Application of computational thinking in real-world problem-solving.

Implementation

To promote active learning in Computing the approaches we will take are:

-Project-based learning to engage students in real-world computing applications.

-Collaborative strategies like pair programming to enhance peer support.

- Differentiated instruction to cater to varying abilities and prior knowledge.

Teachers will deliver a structured framework with clear objectives for each key stage to ensure progression. Lessons will be engaging and include direct instruction, guided practice and independent exploration. Lessons will be regular to ensure skills are embedded, and opportunities for Computing be integrated across the curriculum will be accessible for all.

Impact

Knowledge and Skills Evaluation

- Formative assessments to gauge understanding of programming and digital literacy.
- Digital portfolios for showcasing work and facilitating feedback.
- Monitoring progress through observational assessments during activities.
- Ensuring assessments focus on knowledge acquisition and skill application.

Assessment Impact

- Analysis of assessment data to identify performance trends and improvement areas.
- Using outcomes to adjust instruction based on student needs.
- Regular review meetings to strategise interventions for underperforming students.

Wider Impact Indicators

- Increased engagement through participation in extracurricular computing activities.
- Development of critical thinking assessed through project outcomes.
- Tracking progression to secondary education based on student feedback.

Quality Assurance

- Regular curriculum audits to ensure alignment with national standards.
- Feedback collection from stakeholders to inform curriculum development.
- Establishment of a review cycle incorporating input and assessment data.

In order to ensure that we evaluate whether the children are achieving through the Computing curriculum. Summative and formative assessments of skills are made throughout EYFS, KS1 and KS2 ongoing teacher assessment, pre and post assessment quiz and summative projects at the end of the academic year. The results are inputted into the whole school Arbor system. The transactional skills the children acquire will also be used as part of the assessment process. Progress will be reported to parents once per term at parents' evening and in the end of year written report.

Inclusive Learning for SEND in Computing

At Thursby School we maintain equal opportunities in line with the Equality Act 2010, the SEND Code of Practice 2015 and our school SEND policy. All children, regardless of ability, SEND, Disadvantaged, race, religion, gender, EAL (non-exhaustive list) are offered equal opportunities to access, develop and be supported in Computing learning.

At Thursby Primary School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive an education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Stem sentences – provide the language to the children so they can give opinions.
- Dual coded word mats/resources/displays to support access
- Use of stories to support understanding, linking to real life experiences
- Key words displayed
- Use of shorter/less complex sentences in resources given
- Writing frames where possible
- Providing flashcards (dual coded)
- ICT resources to support accessibility/alternative ways for children to record their ideas and opinions
- Use of simple instructions – small steps
- Careful and appropriate modelling to support understanding
- Visual aids and dual coding
- Videos of examples and practice
- Choosing appropriate resources and manipulatives for each individual child's need
- Provide additional ways to record information
- Ensure any sensory difficulties are considered at the point of planning
- Pre-teach key information so they feel prepared for the lesson and can be an 'expert'

- Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start
- Provide clear, specific instructions and outline expectations

Every teacher at Thursby Primary School is a teacher of SEND. Our provision is led by the SENDCo and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.